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ABSTRACT

During the spring of 1999, visits to nine community colleges in three states were conducted to ascertain the status of students with disabilities in post-secondary education. Through a series of interviews, questionnaires, and panel discussions, administrators, faculty members, staff, and students of these colleges provided information on various components of their college environment. These components included recruitment of student with disabilities, the registration process, academic requirements, accommodation procedures, awareness of support services, student life, and attitudes towards students with disabilities. Recruitment of students with disabilities to community colleges was inconsistent across schools, and while many of the colleges had well-developed support services programs, the lack of communication about these programs sometimes hindered their success. Lack of accessible housing and transportation were problems, as well as the lack of training for faculty and staff outside of support services on the detection and assistance of students with disabilities. An intervention is urged to educate faculty, staff, and students about disabilities and remove negative attitudes and behaviors toward students with disabilities. The report includes data charts and evaluation instruments. (CR)

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Current Status on Accommodating Students with Disabilities in Selected Community and Technical Colleges

The Individual Accommodations Model: Accommodating Students with Disabilities in Post-Secondary Settings

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University of Kansas
Center for Research on Learning
Division of Adult Studies

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Current Status on Accommodating Students with Disabilities in Selected Community and Technical Colleges

Summary

During the spring of 1999, visits to 9 community colleges in 3 states were conducted to ascertain the status of students with disabilities in post-secondary education. Through a series of interviews, questionnaires, and panel discussions, administrators, faculty, staff, and students of these colleges provided information on various components of their college environment. These components included recruitment of students with disabilities, the registration process, academic requirements, accommodation procedures, awareness of supportive services, student life, and attitudes towards students with disabilities. Recruitment of students with disabilities to community colleges was inconsistent across schools, and while many of the colleges had well-developed supportive services programs, the lack of communication about these programs sometimes hindered their success. Lack of accessible housing and transportation were problems, as well as the lack of training for faculty and staff outside of supportive services on the detection and assistance of students with disabilities. Finally, a successful intervention needs to be geared towards the education of (a) faculty, (b) staff, and (c) students about disabilities and the removal of negative attitudes and behaviors towards students with disabilities.

Method

Participants

The sample for this study consisted of students, staff, and faculty at three community colleges in each of three states (Kansas, Minnesota, and California), for nine schools total. Demographic information for the schools is displayed in Tables 1 and 2. Demographic information for the participants is displayed in Table 3. Students were selected to participate by each college, with an effort to assemble a panel with diverse experiential and disability related backgrounds. Disabilities included learning disabilities, emotional/behavioral, mental health disorders, orthopedic/mobility, deaf/hard of hearing, blind/visually impaired, head injuries, chronic illnesses, and speech/language disorders. Faculty and staff volunteered their time and information; students were paid $40 each for their participation in the student panel discussion.

Materials

Several different questionnaires were given to the participants, and each of these is included in the Appendix. Students were given the Student Questionnaire, which asked for their demographic and educational background, their educational goals, the accommodations they had received, and their opinions on several accommodation issues.

Faculty and staff completed the Faculty Questionnaire, which asked for their position, their opinion of the relative strengths and weaknesses of the DSS program at their school, as well as beneficial experiences they may have had, and their suggestions for necessary components to include in a program to improve educational opportunities for students with disabilities.

A College Demographics Questionnaire was used to access the demographic information of all students enrolled in each college (summarized in Table 1), as well as financial information for the DSS and estimates of the number and classification of students being assisted by the DSS program (summarized in Table 2). The colleges are coded A, B, C, D, E, F, G, H, and I in the tables and text.

The Support Services Questionnaire was used to gain specific information about what college services are available and how they are implemented. The two latter surveys were completed by administrators, staff and/or faculty.

Finally, a number of forms were used to guide oral discussions (Administrator Survey, Staff Interview, Student Panel).

Below is a list of abbreviations for sources used throughout:

Paper-Pencil Questionnaires
SQ - Student Questionnaire
FSQ - Faculty Staff Questionnaire
SSQ - Support Services Questionnaire
Oral Interview Forms
AS - Administrator Survey
SI - Staff Interview
SP - Student Panel
Other Codes
A-I - Nine Participating Colleges

Procedure

Visits were scheduled to colleges in each state for three consecutive days (one school per day) during the spring of 1999. After an initial meeting with the DSS coordinator at each school, selected faculty and staff were interviewed for approximately 1-1/2 hours and given the surveys for completion. A student panel was conducted, approximately 1-2 hours in length, to gain insight into some of the representative experiences of students with disabilities at that school. An exit interview was also completed. Any written policies or other relevant information available at the school was also collected.

Recruitment

When asked what the incentives were for recruitment of students with disabilities, several of the administrators, faculty, and staff surveyed listed reasons such as increasing diversity (E, F, G, I, FSQ), improving the lives of the those students (C, F, FSQ), serving the needs of the community (C, E, I, FSQ), and philosophical or legal obligations (C, E, F, G, H, FSQ). Another incentive cited was an increase in federal money that an increase in enrollment would bring (B, D, G, I, FSQ), yet a few schools included money as a reason *not* to recruit students with disabilities, because it "taxes the budget of the college," (D, FSQ) or "they [students with disabilities] cost more money and take more time for an already overworked staff," (F, FSQ).

Regardless of the reasons to do so, recruitment of students with disabilities varied across schools. A few schools cited only general recruitment policies (D, SI) or recruitment through related programs, such as the EXCEL program for first generation college students (A, SI). At other schools, however, the DSS staff visited high school special education classes and college fairs at other schools (C, G, H, SSQ), or arranged for high school teachers and students to come visit the DSS (C, D, E, SSQ).

Students at each of the schools surveyed cited location as a deciding factor in choosing to attend their current school. Also mentioned were athletic programs (A, B, SP), academic programs of interest (A, C, H, I, SP), personal recommendations (C, D, E, SP), and small size (B, I, SP). Students at several schools chose to attend after learning about various services for students with disabilities from coaches, teachers, or other personnel (A, B, E, F, G, H, SP). One student explains, "I think what got me here was that the counselor said there were a lot of people to help you with your schoolwork," (B, SP).

The Registration Process

Advance or priority registration was available at some schools (C, G, H, SSQ; I, SI; E, SP). Help filling out forms by the DSS or Learning Center staff was available at most of the schools (A, B, SI; B, C, E, G, H, SSQ). The reaction of the students in describing this process ranged from very positive ("easy registration" [B, SP], "...somebody sat down and helped me right off the bat" [A, SP]) to somewhat negative ("...registration was somewhat confusing" [C, SP], "...the advisors at registration did not know what they were doing" [D, SP]). The DSS staff usually performed subsequent academic advising (C, D, E, G, SSQ).

Campus orientations of some form were conducted for most of the schools (A, B, C, D, E, F, G, H, SSQ). More personal, 1-1 orientations were also conducted for some schools (C, D, E, SSQ; G, SI), as well as a DSS open house (F, SSQ). The students were enthusiastic about orientation at some schools ("... they took us on a tour and showed us where the math lab was...how there were tutors and a computer center" [D, SP]),

and disappointed at others ("no orientation to campus...confusion about layout, location of classrooms, access to classes" [H, SP]).

Financial aid is another important part of attending college. With a documented disability, part-time enrollment can be considered full-time status in order to make students with disabilities eligible for financial aid at some of the schools (A, C, E, F, SSQ). Social security tuition wavers were also available at a few schools (G, H, SSQ), as well as disability-related scholarships (E, G, H, SSQ; I, SI). Students pointed out some of the flaws in the system, such as the loss of athletic scholarships if a student doesn't pass 12 hours with a 2.0 or better, regardless of disability (B, SP), how scholarships received reduce the amount of student loans one can borrow (I, SP), and how time limits on financial aid may be unreasonable for students with disabilities ("...with financial aid they only give you a certain amount of time to get your education...we're at a financial difficulty as well as a mental difficulty as well as a physical difficulty so I feel that the money should be extended to us longer than the average student," [H, SP]). Policy areas such as credit hour requirements, distinctions between full-time and part-time student status, and amount and time limits on financial aid influence student's access and retention to college environments. These areas are also appropriate for accommodating students.

Academic Requirements

The student and the instructor generally negotiated modifications to course instruction, assignments, or testing on an individual basis. Some examples of these were seating in the front of the room (E, SSQ), extra time for tests/assignments (A, SP; B, D, E, G, SSQ; E, G, SQ), extended due dates (A, SP; I, SQ), scribes for tests (A, E, SSQ), readers for tests (D, E, SSQ), oral tests/reports instead of written (A, SSQ; B, SP; G, SQ), and separate testing rooms (A, B, D, E, I, SSQ). Placement testing is often required in order to place students in courses appropriate to their knowledge level, and accommodations are generally provided as necessary (A, C, D, E, F, H, SSQ).

While a few schools insisted that assignments were the same for all students (A, SSQ), other schools reported instances of instructors "adapting" assignments for students with disabilities (B, C, SSQ; C, E, SQ; E, SP). Online courses were also available at one college (C, SSQ). The DSS staff or classroom instructors similarly try to make lab and field work accessible by hiring interpreters/helpers, paying mileage for accessible vans, or other modifications as needed (A, C, E, SSQ). Nevertheless, some students were forced to miss field trips because of inaccessible facilities (C, SQ; E, SSQ).

In most cases, no substitutions were allowed for degree requirements (C, D, SSQ). Physical requirements for a nursing program, for example, were not waived (A, SSQ), nor was an elementary algebra course (G, SI). However, course substitutions were available in most instances, such as substituting a computer course for foreign language for a deaf student (C, SQ), health courses for physical education (E, SSQ), and

a logic course for a math course (E, SSQ). In a few instances, specific classes were waived, such as a computer course (A, SI) or a pre-algebra course (I, SI).

The graduation ceremony itself was accessible at some schools, including ramps and interpreters (upon request) (C, E, H, SSQ), but not all (B, SI). Transfer assistance was available at most of the schools on an individual basis (B, C, D, E, F, G, H, SSQ), as was job seeking skills training (A, C, D, G, SSQ) and job placement (A, B, C, F, SSQ). One school required an employment orientation course (A, SI). Several schools indicated a need for better career counseling and follow-up on their graduates (A, C, I, SI; D, F, G, FSQ).

Accommodation Procedures

The goal of providing course accommodations for students with disabilities is to modify materials or testing procedures in order to help students become as successful as they can be. This should be done in such a way that the rigor of the academic program is not compromised, or without giving the students an unfair advantage. Some students chose to speak to the instructor directly to ask for an accommodation(s) (A, H, SQ); faculty and staff often can provide reasonable accommodations themselves as they turn up (B, FSQ).

A few of the schools had written policies given to students that detail what the students' responsibilities were in acquiring an accommodation(s), such as documentation (B, FSQ; C, E, SSQ). In these instances the DSS staff and the student can work together, trying to determine how his or her disability affects his or her learning and what a reasonable and effective accommodation(s) would be in terms of meeting course requirements (A, B, C, D, E, G, FSQ). The factors reported by the students to be the most important in selecting an accommodation were effectiveness, availability, ease of use, and independence. The students were generally trained on how to use the accommodation(s) by DSS staff.

Resources were available in the form of assistive technology such as spell checkers (A, B, C, D, E, F, G, H, SSQ), voice-input software (C, E, F, G, H, SSQ), electronic reading machines (D, E, F, G, H, SSQ), talking calculators (C, G, SSQ), and computer screen readers (C, E, F, G, H, SSQ). Some schools had specific classes for students with disabilities as part of the accommodation process, such as a class in utilizing adaptive technology (C, G, SSQ). Various forms of equipment was provided, such as magnifiers (A, B, D, F, G, H, SSQ), computer text magnifiers (C, D, F, G, H, SSQ), specialized keyboards (C, F, H, SSQ), and tape recorders (B, D, E, F, H, SSQ). Modifications to classroom material were also found, including taped texts (A, B, C, D, E, F, SSQ), alternative exam formats (A, B, D, E, F, G, H, SSQ), Brailled texts (C, SQ), and enlarged tests/handouts (E, SSQ). Additionally, Braille services (C, D, F, G, H, SSQ), tactile campus maps (G, H, SSQ), closed circuit television systems (C, E, F, H, SSQ), and TDD's (C, D, E, F, G, H, SSQ) were available.

Resources in the form of personnel were present in some form at every school who provided this information (8 out of the 9 surveyed), namely, ASL interpreters (A, C, D, E, F, G, H, SSQ), notetakers/scribes (A, B, C, D, E, F, G, H, SSQ), readers (A, B, C, D, F, G, H, SSQ), and tutors (A, C, D, F, SQ; B, SI). Additionally, most schools had learning centers where students could go for study skills training and test-taking strategies (A, B, C, D, E, F, G, H, FSQ). Two schools had a writing center (F, SQ; H, SI), and two schools had writing and math skills classes (G, H, SSQ). All schools surveyed had private study or testing areas available. Of all the accommodations available, the students reported that they used notetakers, tutors, interpreters, and alternative test locations most frequently, perhaps due to the fact that the majority of the students surveyed had learning disabilities that would necessitate such accommodations.

The effectiveness of the accommodation was formally evaluated in only one of the schools surveyed (H, SSQ). Informal evaluation took place in the form of level of success in mainstream classes (G, SSQ), observations by faculty and staff (B, SSQ), or student input (B, D, E, SSQ). One school even stated explicitly in its handbook that "follow-up for accommodation effectiveness is entirely the student's responsibility."

Student panel responses on the topic highlighted the gap sometimes found between accommodations and effective accommodations. For example, a staff member at College B stated in an interview that "tutoring is a real strength of the college" (B, SI). Some of the students did agree that they did find the tutors helpful (B, SP), while another student at the same school reported that his tutors often did their own work instead of helping him (B, SP). A student at another college reported "I have a tutor who sits there and does the problem for me...I go to take my math test and I'm stumped because someone else did it for me" (G, SP). A staff member at College D claimed to have "strong interpreter services" (D, FSQ), while the students at the college reported that the signers are often late to class, resulting in deaf or hard of hearing students missing the first part of the lecture (D, SP).

The issue of notetakers also prompted a series of mixed responses. Some students found this service useful ("I take notes along with the notetaker so when it's time for the test I compare our notes," [C, SP]) while others found it lacking ("One time I asked for a notetaker and I couldn't read what they wrote....we should get people we can rely on," [H, SP]). Other problems arose when notetakers failed to show up for the class, provided poor content, or turned in the notes late. Notetakers could be volunteers in a class or hired specifically for drafting notes (F, SI). Other problems were also mentioned, including "useless" computers in the Learning Lab (B, SP), the ineffectiveness of taping class lectures (C, SP), crowded computer labs (G, SP), the limited number of private testing rooms (G, SP), the limited number of computers with voice recognition (H, SP), tape recorders that were too heavy to be portable (I, SP), and lack of assistance provided for computers and software programs when needed (A, D, SP).

Awareness of Supportive Services

In order for students with disabilities to receive the assistance they may need, two things are necessary. The first is that students identify themselves, or are identified as having a disability, to become eligible for DSS services. Many of the personnel surveyed stated that they experienced frustration in attempting to provide their students with the appropriate assistance. Some students with disabilities, particularly those with learning disabilities, try to "hide" and are found only when they are doing poorly (A, B, C, E, F, H, I, FSQ; B, SSQ, E, SI). In fact, only some of the schools surveyed had screening for learning disabilities available (C, E, G, H, SSQ; I, SI).

In attempting to combat this problem, DSS staff often recommended that instructors receive more training in how to identify students with learning disabilities and what techniques may be useful in helping them. Although most schools reported having staff development programs in place (A, B, C, E, F, G, H, SSQ), representatives from almost all of the schools indicated they felt more training was necessary (A, B, C, E, F, G, I, FSQ; G, H, I, SP). However, in identifying students in order to give them the assistance they need, the student's right to privacy must still be maintained. Achieving this balance can be difficult (C, E, FSQ; E, F, SP). One student explains his experience: "I just learned that it is up to me. If I want to use the program I can...if I want professors to hear me, I have to go talk to them. They're aware that there are students with disabilities in class but they don't know who" (E, SP).

The other necessary component in getting students the assistance they need is that the students, faculty, and staff be made aware of what services are offered. While communication seemed to be good between the DSS staff and faculty and students at some of the schools (C, G, H, FSQ; D, SP), this was lacking in others (E, I, SP). One student explains this: "I don't think a lot of faculty and staff are aware of what is available through supportive services and that's part of the problem," (I, SP). Written materials or videos to show during staff meetings would be helpful, according to some of the people surveyed (C, E, F, I, FSQ). Ironically, most of the schools claimed to have formal written materials on DSS services available (C, D, E, F, G, I, SSQ).

The sharing of personal experiences by students/adults with disabilities with faculty and staff was deemed to be the most useful strategy in attempting to better educate faculty and staff on the needs of their students (A, C, D, E, G, H, I, FSQ; D, G, SI). "Having a face to attach to a service is important," explains one staff member (G, SI). Another instructor had this to say: "We need to focus on what students can do, not what they can't. We need to emphasize that using different techniques, media, and other teaching/learning styles will help *all* students," (E, FSQ). Getting students to understand how they could benefit from DSS services was also a challenge (D, H, FSQ). One student stresses the importance of this: "Recognizing yourself and what your needs are is really, really important," (D, SP).

Other roadblocks in assisting students with disabilities mentioned by the personnel included lack of funding (A, D, I, FSQ; D, SI), being understaffed (B, SSQ; E, I, FSQ), lack of readiness for college of the students (B, E, H, FSQ), and difficulty understanding students with non-traditional communicative systems (D, FSQ). Working with students who have mental illness or behavioral problems was also deemed challenging by those surveyed (B, C, E, F, G, FSQ). "We need a better understanding of the illness and guidelines for how to deal with this type of problem," explains one staff member (C, FSQ).

Student Life

Accessibility is an important issue for some students with disabilities. Despite federal regulations that public buildings be made accessible, students at each school reported instances of inaccessibility. Although small physical modifications were made as needed to facilities (i.e. raising a desk or table to fit a wheelchair [A, D, F, SQ; I, SI]), students reported awkward access to or lack of elevator accessibility in parts of their campus (B, D, SI; C, D, G, I, SQ; B, D, F, H, SP), and even an inability to use the restroom in certain buildings (A, SQ; D, SP). Ironically, faculty at these same institutions claimed, "All buildings have ramps, electric doors, and elevators," (A, FSQ), "The ADA transition plan is in effect," (B, SI), and "I'm sure our facility is in compliance with the ADA," (C, FSQ). While the facilities were in compliance, students with limited upper body strength or mobility would have difficulty navigating the doors, narrow walkways and tight turns. Two staff members at different colleges commented negatively on accessibility, one whose college was older so facilities were not adequate or marginally adequate for mobility impaired students (D, FSQ), the other who was concerned about the lack of a fire evacuation plan for students in wheelchairs whose classes were above ground floor (E, FSQ).

Housing and transportation for students with physical disabilities is another problematic issue. Few of the schools surveyed offered accessible student housing on campus (A, F, SSQ), one only for females (B, SSQ); the students at one of these schools were unaware of any available housing on campus for students with disabilities (A, SP). Students at one school reported that affordable and accessible housing in the community was almost nonexistent (H, SP); personnel at the same school and one other reported it to be available (D, H, SSQ). The availability of accessible transportation was also inconsistent across schools. At times staff have helped transport students to and from school at one school (A, SSQ). Two of the schools had trams or carts for transportation across campus (G, SSQ; I, SP). Bus service with lifts for wheelchairs was reported as available for students at a few of the schools by the personnel, but the service was reported to be unreliable and expensive by the students (D, E, H, SP). One student explains, "I tried to go to college the first year and I couldn't…they had a limit on the number of paratransit rides you could use which didn't even begin to allow me

to go to school," (H, SP). Additionally, students had to wait for the bus after evening classes, a practice described as "dangerous," (H, SP).

Social opportunities were limited, mainly because of the nature of the campuses included in the study (few students lived on campus). Most schools listed campus-wide organizations or clubs that students with disabilities were free to join, or activities that had been adapted so students with disabilities could join (A, E, G, H, SSQ). Peer support/counseling was available at some of the schools surveyed (B, E, G, SSQ).

Attitudes about Students with Disabilities

In addition to educating faculty and staff about disabilities and how they can help their students, the personnel indicated that instructor attitudes about disabilities needed to be changed as well (B, SI; B, D, F, FSQ). "The technology we have is great – it's the mental barriers of our own students, peer pressures, and others' judgmental attitudes that get in the way" (E, FSQ). Working with those negative attitudes is an important staff development activity. For students, broadening awareness of disability issues could be part of an orientation about student diversity and its importance to the college community. Borrowing from the concept of "universal access," one dean described his college as "universally friendly" (A, AS). Several people reported that faculty tend to mistrust, disbelieve, or ignore disabilities they cannot see, such as learning disabilities (A, B, SI; D, G, SP; E, FSQ). For example, students with learning disabilities are often viewed as lazy (B, SSQ; B, SI; B, SP). "Students with disabilities are considered slower, lesser, not academically prepared, and therefore somewhat not useful," summarized one staff member (D, FSQ).

Other faculty have problems with the legal entitlements for accommodations, finding them "unfair" (E, SI; I, FSQ). Still others resent the financial obligation of accommodating students with disabilities (B, SI; C, D, FSQ). Nearly every student we surveyed had an example of the indifference of an instructor to share. One of the more poignant: "Last semester I had an instructor, I told him I was mentally disabled…he said, 'If you're absent, you're absent, just like anybody else.' Well, there are days that I have to stay home, doctor's orders" (G, SP).

According to those surveyed, a program that is successful in changing attitudes will explain the responsibilities of the faculty in accommodation and access (H, SI), convince faculty that their efforts can make a real difference for the underachieving student (B, FSQ), show faculty how something can help students be more successful without causing too much effort on the staff's part (B, FSQ), and provide support for faculty to alleviate any suggestion they are being 'dumped on' (D, FSQ). One staff member would like to see "…Numbers and facts that 'prove' how accommodations are easy to implement, promote student success, and are not giving students with disabilities an unfair advantage," (G, FSQ).

The attitudes of other students towards students with disabilities can be problematic as well. Other students were described as "rude" (B, SP) and "uncooperative" (I, SP) at times by members of our student panel, who gave examples of other students making fun of a speech disorder (B, SP), parking in handicapped parking spaces (A, SP), or refusing to yield elevator or computer space when needed (D, SP). Other students were accepting of physically disabled students, but less accepting of mentally disabled students (C, SI). Overall, it was suggested that the students be given "sensitivity training" (C, FSQ; C, SI; H, SP).

On a brighter note, students' descriptions of the DSS staff were extremely positive. Faculty, staff, and students repeatedly used words like "caring," "sensitive," and "helpful" in reference to DSS staff (A, C, D, G, I, SSQ; B, D, E, I, SP). One dean of instruction noted that DSS staff have a very important advocacy role for students with disabilities and disability issues on campus. Their attitudes and support for students and faculty are central to the quality and receptiveness of services (A, AS). One student shares her feelings, "When I came here…they took me in, put me under their wing, and took care of me," (I, SP). Students mentioned positive interactions with instructors as well. "…The faculty have been very receptive to me and my disabilities" (A, SP). "The teacher let us know…he would always be there for us…" (I, SP).

Conclusion

Administrators, faculty, staff, and students from nine community and technical colleges in three states were surveyed and interviewed about several aspects of college life in order to determine the status of students with disabilities in community colleges. Their comments revealed many important issues including:

1) lack of recruitment of students with disabilities to college.
2) numerous problematic practices regarding the selection and evaluation of students' accommodations.
3) maintaining the confidentially of student disability information.
4) student experiences of negative attitudes and actions from faculty, staff, and other students.

Students with disabilities are often not actively recruited to college, which may contribute to the extraordinarily low percentage of students with disabilities who do participate in post-secondary education. We do not yet understand the circumstances that influence a student's decision to attend college versus students who do not attend. Because students with disabilities may choose community colleges for the same reasons that other students do (location, programs of interest, etc.), lack of advertisement about the services available to them may deter potential students from attempting to go to college.

Communication about accommodation services between DSS staff and the rest of the colleges seemed to be lacking overall, which may inhibit students with disabilities

from being as successful as they otherwise would be if they were aware such assistance was available, and chose to use it. Systemized evaluation of the effectiveness of accommodation procedures was also severely lacking. The students highlighted several areas in which accommodations were ineffective, of which the faculty and staff did not appear to be aware. An apparent issue with current accommodation practices ties to the negative attitudes associated with having students with disabilities on campus. Too often the accommodation process involves staff deciding the "appropriate" accommodation for the student. The student's role is minimized in evaluating alternative accommodations and their pros and cons. The general approach also suggests that students are accommodated by their type of disability rather than by their needs and goals.

Another issue raised by our findings is that of the right to privacy of the student with disabilities. In some settings the accommodation procedures were as anonymous as possible (i.e. a notetaker would be in the class, but the instructor would not know for whom he or she was taking notes), while other schools required students to self-identify before they could get any cooperation from the instructor. This violates the student's right to privacy and may subject him or her to potential stigmatization by his or her peers and the instructor. For example, for students with psychiatric diagnoses, confidentiality is considered of critical importance. Misconceptions about mental health issues are very limiting. On the other hand, college and employment settings are very different. Employers will likely require disclosure of the specific disability before they agree to accommodate, especially those accommodations requiring much money. DSS staff can assist students' development of disclosure and advocacy skills.

Finally, the most powerful deterrent to success for students with disabilities may be the attitudes of the faculty and staff. Faculty were reported to be insensitive and operating under stereotypes, particularly about students with "invisible" disabilities, across the schools surveyed. Faculty and staff indicated the need for training about the detection of disabilities and how to best accommodate their students. This issue and the aforementioned other issues will be the focus of the next report which is tentatively entitled, "Issues and Strategies for Accommodating Students with Disabilities in Post-Secondary Settings."

Table 1

College Demographics - Approximate Percent

		Location				Gender		Race						
College	State	Rural	Sub-urban	Urban	Inner City	M	F	White	Black	A. Ind./ Alask.	Asian	Latino	Pac.Is.	n/a
A	KS	99	-	-	1	39	61	87	4.5	2	.5	1	-	5
B	KS	67	3	29	1	39	61	94	3	1	1	1	1	-
C	KS	-	-	-	-	38	62	62	21	1	2	5	-	10
D	MN	20	35	25	20	52	48	74	11	1	10	4	-	-
E	MN	4	81	15	-	40	60	85	4	.5	5	1	-	4
F	MN	-	-	-	-	40	60	79	4	.5	3	2	-	12
G	CA	50	35	15	-	41	59	75	1	1	4	19	1	-
H	CA	-	-	-	-	49	51	23	4	.4	55	14	1	-
I	CA	-	100	-	-	38	62	62	6	.9	11	9	3	7

(table continues)

College Demographics - Approximate Percent

		Student Age								
College	State	<17	18	19	<21	20-24	25-29	30-49	>50	n/a
A	KS	4	5	8	-	15	8	26	34	-
B	KS	0	27	17	-	11	11	14	20	-
C	KS	-	-	-	30	14	10	25	6	15
D	MN	1	7	8	-	24	35	15	10	-
E	MN	-	-	-	41	20	14	9	15	1
F	MN	3	13	12	-	26	13	29	3	1
G	CA	6	6	6	-	24	16	34	8	-
H	CA	2	3	5	-	24	22	39	5	-
I	CA	-	9	8	-	18	12	28	23	3

Table 2

Budget Information and Number of Accommodations Provided by College*

College	A	B	C	D	E	F	G	H	I
Budget Information									
DSS Annual Budget Amount	15,000	2,200	110,000	520,000	197,499	110,869	1,599,002	161,888	1,002,089
% Total College Budget	<1	<1	.6	2.4	.8	.8	-	.71	2.07
Total College Enrollment	1,788	900	3,810	2,600	6,700	5,400	13,598	9,100	10,000
# Students Registered with DSS									
Visually Impaired/Blind	6	1	6	4	6	8	14	5	14
Hard of Hearing/Deaf	1	1	5	21	14	13	24	11	23
Deaf and Blind	-	-	-	3	-	-	-	-	-
Mobility Disabilities	1	2	16	32	29	39	256	22	75
Head Injuries	1	1	2	1	-	11	245	24	56
Mental Retardation	-	-	2	15	1	5	212	6	32
Emotional/Behavioral	1	2	13	20	67	31	167	39	58
Speech/Language	-	1	2	7	-	5	4	12	-

(table continues)

College A	B	C	D	E	F	G	H	I	
# Students Registered with DSS									
Learning Disabilities	5	10	25	4	105	201	556	65	280
Other	-	-	4	-	-	21	97	49	46
Total Students (/1578 total)	15	20	84	107	222	334	1,575	233	584

Note. "Other" includes chemical dependency, seizure disorders, chronic illnesses, cerebral palsy, RMI's, and back injuries.

21

22

Table 3

Participant Demographics by College – Number of Responses by Category

	A	B	C	D	E	F	G	H	I	Total	%
Administrators											
White	3	5	2	3	5	2	3	1	1	25	96
African Amer.	-	-	-	-	-	-	-	-	1	1	4
Male	1	3	1	2	3	2	1	1	-	14	54
Female	2	2	1	1	2	-	2	1	-	11	42
Total	3	5	2	3	5	2	3	2	1	26	100
Faculty											
White	2	1	2	-	4	5	3	2	3	22	100
Male	1	1	-	-	1	1	-	-	2	6	27
Female	1	-	2	-	3	4	3	2	1	16	73
Total	2	1	2	-	4	5	3	2	3	22	100
Staff											
White	3	1	-	2	4	2	4	1	5	23	96

(table continues)

Participant Demographics by College – Number of Responses by Category

	A	B	C	D	E	F	G	H	I	Total	%
Staff											
Male	1	-	-	2	1	2	-	-	3	9	39
Female	2	1	-	-	3	-	4	1	3	14	61
Total	3	1	-	2	4	2	4	1	6	24	100
Students											
White	3	4	4	5	2	4	5	3	3	33	79
Afr. Amer.	1	2	1	-	1	1	7	17	-	-	-
Asian	-	-	-	-	1	-	-	1	-	2	5
Male	4	4	3	2	-	-	2	4	2	21	50
Female	-	1	3	3	4	4	3	1	2	21	50

(table continues)

Participant Demographics by College - Number of Responses by Category

	A	B	C	D	E	F	G	H	I	Total	%
Part-Time	-	-	5	3	2	2	2	2	4	20	48
Full-Time	4	5	1	2	2	2	3	3	-	22	52
Total	4	5	6	5	4	4	5	5	4	42	100
Min. Age	19	18	18	23	21	18	31	20	21	-	-
Max. Age	46	22	40	49	24	39	52	49	51	-	-

Table 4

Student Questionnaire Data - Percent Responses by Age

	Students through age 30(n=20)					Students over age 30(n=23)				
Question	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am satisfied with the manner in which instructors/staff discuss my disability with me.	-	-	10.5	47.4	42.1	5.3	10.5	15.8	47.4	21.1
I am satisfied that my disability related information is kept confidential.	-	5.9	5.9	41.2	47.1	5	5	15	40	35
I am satisfied with the process used in selecting an accommodation for me.	-	-	10.5	52.6	36.8	5	10	10	45	30

(table continues)

Student Questionnaire Data - Percent Responses by Age

Question	Students through age 30(n=20)					Students over age 30(n=23)				
	Disagree	Strongly Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am satisfied with the accommodation(s) provided for me.	-	-	10	50	40	-	20	5	45	30
I am satisfied with the training I received on my accommodations (if applicable).	-	-	7.1	50	42.9	-	5.9	29.4	41.2	23.5
I am satisfied with the effectiveness of my accommodation.	-	5	-	55	40	-	10	20	45	25

31

32

Table 5

Student Questionnaire Data – Percent Responses by Disability Type

	Students with Non-Physical Disabilities (n=19)					Students with Physical Disabilities (n=23)				
Question	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am satisfied with the manner in which instructors/staff discuss my disability with me.	-	5.3	21.1	42.1	26.3	4.3	4.3	4.3	43.5	34.8
I am satisfied that my disability related information is kept confidential.	5.3	5.3	15.8	36.8	31.6	-	4.3	4.3	34.8	43.5
I am satisfied with the process used in selecting an accommodation for me.	-	-	21.1	36.8	36.8	4.3	8.7	-	52.2	30.4

(table continues)

Student Questionnaire Data - Percent Responses by Disability Type

	Students with Non-Physical Disabilities (n=19)					Students with Physical Disabilities (n=23)				
Question	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am satisfied with the training I received on my accommodations (if applicable).	-	-	16.7	50.0	22.2	-	4.3	13.0	21.7	30.4
I am satisfied with the effectiveness of my accommodation.	-	5.3	10.5	57.9	26.3	-	8.7	8.7	39.1	39.1

Appendix

Student Questionnaire

Background Information

Name: _____ Age: _____

College: _____

Gender Please mark.

___ **Female** ____ **Male**

Ethnicity Please mark all that apply.

___ **Hispanic or Latino** ____ **Not Hispanic or Latino**

Race Please mark all that apply.

___ **American Indian or Alaska Native**
___ **Black or African American**
___ **White**
____ **Asian**
____ **Native Hawaiian or Pacific Islander**

College Career and Future Plans

Please circle the number of years you have been enrolled in college.

< 1 1 2 3 4 5 Other _____

How many units/credits are you enrolled in this semester? _____

How many total college semester units/credits have you earned? _____

What is your goal for attending this college? Please circle.

AA/AS Degree **Vocational Certificate** **Other** _____

Do you currently receive financial aid? **Yes No**

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Please indicate your anticipated future plans after leaving college.

Education	Work	Other
__ Other 2-year college	__ Professional	Please specify:_____
__ 4 year college	__ Technical	_____
__ specialized training	__ Clerical	_____
__ Other _____	__ Armed forces	_____
__ Don't know	__ Other _____	_____
	__ Don't know	

Did you drop out of school between kindergarten and 12th grade?
Yes **No**

Did you graduate from high school? **Yes** **No**
If no, did you earn a GED diploma? **Yes** **No**

Some students finish high school or complete the GED and wait awhile before starting college. Did you finish high school or GED and enroll in college within the same year? Please circle.

Yes (e.g. graduated from high school in May and started college in August)

No (e.g. graduated from high school and waited six or more months before starting college)

Are you a parent? **Yes** **No**
If yes, how many children do you have? _____

Are you financially independent? **Yes** **No**
Are you a client of Vocational Rehabilitation Services? **Yes** **No**
Do you receive supplemental security income (SSI)? **Yes** **No**
Do you receive social security disability income (SSDI)? **Yes** **No**
Have you ever lost your SSI or SSDI benefits? **Yes** **No**

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Employment

Do you currently have a job? **Yes** **No**

If yes, how many hours do you usually work per week during school? ___

What is your job title? _____

What are your job duties? _____

Is your job considered full-time or part-time? **Full-time** **Part-time**

Is your salary below, at or above the minimum wage of $5.15/hr?

Below **At** **Above**

What are your job benefits? Please mark all that apply.

___ None	___ Promotion	___ Sick leave
___ Vacation	___ Life insurance	___ Dental insurance
___ Health insurance	___ Profit sharing	___ Free meals
___ Child care	___ Job training	___ Other: _____

Family Background

How much education did your parents complete? Please mark those that apply.

Father	Level of education	Mother
_____	Less than high school	_____
_____	HS diploma/GED	_____
_____	Some college	_____
_____	College graduate	_____
_____	Post graduate degree	_____

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With whom do you live now? Please mark all that apply.

__ Mother __ Father __ Step mother __ Step father

__ Alone __ Spouse __ Friend/ roommate __ Significant other

__ Children __ Other family __ Foster parents __ Other _____

Do you live in a house, apartment or do you have some other living arrangement? Please circle.

House **Apartment** **Dormitory** **Boarding or rooming house**
Other _____

Social Activity Information

Do you have a current driver's license? Yes No

How do you mostly travel around the community? Please circle one.

Own car **Parent's car** **Bike** **Bus** **Friends drive** **Wheelchair**
Walk **Other** _____

Think of your three best friends in high school and answer the following questions with them in mind. Write in 0, 1, 2, or 3.

How many are currently in high school? _____ of three are in high school

How many dropped out of high school? _____ of three dropped out

How many are/were in a GED program? _____ of three in a GED program

How many graduated from high school or completed their GED? _____ of three graduated

How many attended college? _____ of three attended college

How many attended a vocational or technical school? _____ of three attended Vo-tech

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Besides classes, colleges have a number of other activities. In what activities do you or did you **regularly** participate? Please mark all that apply.

__ None
__ Student government
__ Drama
__ Varsity sports
__ Intramural sports
__ Music
__ Dean's list
__ Yearbook/newspaper
__ Vocational clubs
__ Academic clubs
__ Others _____ _____

Do you belong to any clubs or organizations that are **separate** from school?
Yes **No**

If yes, in which one are you the most active? _____

Think back over the past **two weeks**. What are some activities you did with your friends?

_____

_____

_____

During the **past two weeks**, how many times did you attend or participate in each of the following? Please approximate and write a number in each space provided (0, 1, 2, 3...)

_____ Attend the movies
_____ Attend a sporting event
_____ Visit a museum
_____ Visit a public library
_____ Attend live theatre
_____ Attend concerts
_____ Attend religious activities
_____ Eat at a restaurant/carry out
_____ Extended travel out of town, Distance _____ miles
_____ Other public function (specify) _____

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Disability Please mark the verified disability/disabilities that apply to you.

___ Visual impairment or blindness

___ Deafness/hard of hearing

___ Orthopedic/mobility disabilities

___ Speech/language disorders

___ Learning disabilities

___ Mental retardation

___ Emotional/behavioral disorders

___ Head injuries

___ Chronic illnesses

___ Other (specify)

_____

Have you had a required course(s) waived because of your disability?
Yes **No**

If yes, which course(s)?_____

Have you had a course(s) substituted because of your disability? **Yes** **No**

If yes, which course(s)?_____

Have you had a class assignment(s) waived because of your disability? **Yes** **No**

If yes, which assignment(s)?_____

Have you had a substitute class assignment(s) because of your disability? **Yes** **No**

If yes, which assignment(s)?_____

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Please mark each area of difficulty that you experience at college.

__ Concentration

__ Daydreaming

__ Distraction

__ Following directions

__ Getting along with others

__ Getting frustrated

__ Getting into or around in the classroom

__ Getting my ideas across

__ Getting used to changes in the classroom

__ Hearing the teacher

__ Letter/number reversals

__ Mathematics

__ Memory retrieval

__ Paying attention

__ Reading

__ Remembering

__ Seeing things around the room

__ Sitting still or in one place for very long

__ Speaking to a crowd

__ Spelling

__ Staying on track

__ Study habits

__ Talking with the teacher and others

__ Test anxiety

__ Vocabulary

__ Working independently

__ Writing mechanics

__ Other _____

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Please list one accommodation that you currently use in the classroom/academic setting.

_____

_____

(Answer the questions on the following pages in terms of this accommodation.)

Accommodations, Part One

Please circle your agreement with the following statements.

1. I am satisfied with the manner in which instructors/staff discuss my disability with me.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

2. I am satisfied that my disability related information is kept confidential.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

3. I was satisfied with the process used in selecting an accommodation for me.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

4. I am satisfied with the accommodation provided for me.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

5. I am satisfied with the training I received on my accommodation (if applicable).

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

6. I am satisfied with the effectiveness of my accommodation.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

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February 13, 2001

When choosing/selecting an accommodation, how important to you are the following factors? Please circle the degree of importance; 1 being unimportant and 5 being very important.

Factors	Unimportant				Very Important
Amount of training required	1	2	3	4	5
Appropriateness for different tasks	1	2	3	4	5
Availability of accommodation	1	2	3	4	5
Cost of accommodation to you	1	2	3	4	5
Cost of accommodation to your college	1	2	3	4	5
Ease of use	1	2	3	4	5
Effectiveness of accommodation	1	2	3	4	5
Increased independence	1	2	3	4	5
Currently or previously used by a student	1	2	3	4	5
Your own previous use of the accommodation	1	2	3	4	5
Social acceptance	1	2	3	4	5
Your disability	1	2	3	4	5
Use in various settings or portability	1	2	3	4	5

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Accommodations, Part Two

What other accommodation(s) (other than the one previously mentioned) do you currently use or have you used in the past and were they effective for you? Please list the accommodation(s) and circle whether or not it was effective.

Accommodation	Effective for you?
1. _____	yes no
2. _____	yes no
3. _____	yes no
4. _____	yes no
5. _____	yes no
6. _____	yes no

Please list 5 resources that would benefit you or other students with disabilities at your college. _____

_____

_____

_____

_____

_____

Thank you very much for your time!!

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Individual Accommodations Model (I AM)

Faculty/Staff Interview and Questionnaire

Background Information

Name: _____

College: _____

Phone: _____ Fax: _____ Email: _____

Gender Please mark.

____ **Female** _____ **Male**

Ethnicity Please mark all that apply.

____ **Hispanic or Latino** _____ **Not Hispanic or Latino**

Race Please mark all that apply.

____ **American Indian or Alaska Native** ____ **Asian** _____ **Black or African American**

_____ **Native Hawaiian or Pacific Islander** ____ **White**

Employment Information

1. What is the name of the college program/department with which you are associated?

_____

2. What is your "job title" and what is the focus of your primary role at the college?

Job Title: _____

Job Focus: _____

_____

3. How many hours per week do you work in this capacity? _____ hours

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February 13, 2001

4. What is your highest educational degree? Please circle one.

GED HS AA AS BA BS MA MS EdD/PhD Other

Knowledge of Disabilities

1. Who are the students who are the most challenging to assist? What is needed to meet these challenges better?

2. We want to highlight your college's strengths and services for students with disabilities. Please describe what you believe are particularly strong features of the college (e.g. particular services, policies, facilities, equipment, accessibility, etc.) worth replicating in other colleges.

3. Describe the most beneficial experiences you have had in learning how to understand and assist students with disabilities.

4. What are the greatest obstacles to helping students with disabilities at your college?

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785.864.4780
February 13, 2001

5. What are the most important products for our project to develop in order to increase recruitment, retention, completion, and graduation or transfer of students with disabilities?

6. What do you believe are the most important features of any staff development program that might even reach those faculty and staff resistant to change?

7. What are the incentives for your college to recruit students with disabilities?

Thank you very much for your time!!

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February 13, 2001

College Demographics and Budget Information

(If you are unsure about the answers to these questions at this point in time, please feel free to return it to us at a later date in the envelope provided.)

College Name: _____

1. What are the percentage distributions for your college? Please approximate if necessary.

Gender	Age	Ethnicity	Race
___% female	___% ≤ 17	___% Hispanic or Latino	___% American Indian or Alaska Native
___% male	___% 18	___% Not Hispanic or Latino	___% Asian
	___% 19		___% Black or African American
	___% 20-24		___% Native Hawaiian or Other Pacific Islander
	___% 25-29		___% White
	___% 30-49		
	___% ≥ 50		

2. What percentage of your program's participants come from the following settings? (Total should equal 100%)

_____ % Rural _____ % Suburban _____ % Urban _____ % Inner City

3. What percentage of support services costs are paid by the students of your program?

_____ %

4. Please indicate the number of students registered for disability support services for which your program has provided an accommodation within the last year. Approximations are acceptable.

_____ Visual impairment or blindness
_____ Deafness/ hard of hearing
_____ Orthopedic/ mobility disabilities
_____ Speech/ language disorders
_____ Learning disabilities
_____ Mental retardation
_____ Emotional/ behavioral disorders
_____ Head injuries
_____ Chronic illnesses
_____ Other (please list)

_____

_____

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February 13, 2001

5. What percentages of the college's budget goes to your support services program?

_____ %

What is your approximate annual budget for DSS? _____

6. For questions 1-5, on what year are the data based? Please circle.

1995 **1996** **1997** **1998** **1999**

7. At your college, how do you assess the impact of your recruitment efforts? (Or in other words, if your college launched a new plan to recruit students, how would you know if it was successful?)

_____

_____

_____

_____

8. Retention of students is important to colleges. What do you assess to know the benefits of your efforts to increase retention?

_____

_____

_____

_____

9. What do you count to know if more students are completing your college?

_____

_____

_____

_____

10. What do you measure to assess the transfer rate of your students to another college, university, or other postsecondary program?

_____

_____

_____

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February 13, 2001

Support Services Questionnaire

Background Information

College Name: _____

Name of support services program: _____

Street Address: _____

City, State and Zip Code: _____

Phone: _____ Fax: _____

Contact Person: _____

Who is the director of this program? _____

Personnel

Please fill in the appropriate **numbers** of part time and full time staff and faculty specifically budgeted under your college's disability support services.

Full Time		Part Time	
Faculty		**Faculty**	
Staff		**Staff**	

Please give examples of job titles of faculty who work with support services.

_____

_____

Please give examples of job titles of staff who work with support services.

_____

_____

40

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February 13, 2001

1. We are interested in courses/activities specifically designed for groups of persons with disabilities. Please mark the courses that you provide.

___ Assitive computer technology
___ Adapted sports/physical education
___ Career planning
___ College orientation
___ Independent living/social skills training
___ Job-seeking skills training
___ Personal skills
___ Self advocacy training
___ Study skills training
___ Support groups
___ Test-taking strategies
___ Other _____

2. Please mark any of the following support services and accommodations that are available to meet the needs of students with disabilities.

Accommodations

___ Alternative exam formats
___ ASL interpreters
___ Braille services
___ Electronic reading machines
___ FM listening systems
___ Magnifiers
___ Notetakers/Scribes
___ Provide texts/lectures on diskette
___ Private work areas
___ Readers
___ Specialized keyboards
___ Spell checkers
___ Tactile campus maps
___ Talking calculators
___ Tape recorders
___ Taped texts
___ Voice input software

Services

___ Accessible transportation
___ Campus orientation
___ Community outreach
___ Course substitution
___ Course waiver
___ Disability-specific scholarships
___ Extracurricular campus activities
___ Job placement
___ LD Diagnosis
___ LD Screening
___ Part-time status
___ Peer support/counseling
___ Referrals to local and national disability agencies
___ Registration assistance
___ Social Security tuition waiver
___ Specialized LD tutoring
___ Transfer assistance
___ Transition services

Professional Development

___ Disability fact sheets
___ Staff development
___ Others _____

Equipment Adaptation

___ Closed circuit television systems
___ Computer screen readers
___ Computer text magnifiers
___ Learning center lab
___ TDD's
___ Others _____

Facilities

___ Housing- on campus
___ Housing- off campus
___ Others _____
___

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February 13, 2001

3. Some students served in your program may not have English as their first language. Please list the 3 most frequent non-English languages and your percentage estimates (e.g. 15% Spanish).

English	_____%
_____	_____%
_____	_____%
_____	_____%
Other languages	_____%
Total	100%

4. Students' disabilities may influence their experiences in a number of college functions, activities, facilities, and services. As you examine the following list please identify any particular modifications that your office might make out of consideration for students with disabilities. Please feel free to attach pages of additional information if necessary.

   - Some items on the list (e.g., student housing or campus transportation) may not be relevant to your setting, leave those blank.

Academic activities

Academic advising: _____

_____

_____

Course assignments: _____

_____

_____

Course instruction: _____

_____

_____

Course testing: _____

_____

_____

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February 13, 2001

Degree requirements: _____

_____

Enrollment: _____

_____

_____

Financial aid: _____

_____

_____

Graduation: _____

_____

_____

Labs and field work experiences: _____

_____

_____

Orientation to the college: _____

_____

_____

Placement testing: _____

_____

_____

Recruitment: _____

_____

_____

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February 13, 2001

Registration: _____

_____

_____

Transfer and employment: _____

_____

Student life activities

Campus transportation: _____

_____

_____

Community access: _____

_____

_____

Housing: _____

_____

_____

Recreational activities: _____

_____

_____

Social opportunities: _____

_____

5. **Written Policies.** We want to identify examples of written policies that would serve as examples for other colleges as they develop their own. Please list materials from your college that we should review for examples (e.g., college handbook).

_____

_____

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Accommodation Procedures

6. How are students involved in selecting accommodations?

_____

_____

_____

_____

7. Time required for selecting: _____

8. What are the basis for deciding accommodations or, in other words, given that several accommodations are available, what characteristics are used for deciding among the alternatives?

_____

_____

_____

9. How are students trained in using the accommodations?

_____

_____

_____

10. Time required for training: _____

11. How are the accommodations evaluated?

_____

_____

_____

12. Time required for evaluating: _____

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13. Please list the names of people you envision a members of your college's Site Implementation Team.

DSS Staff: _____

College administration: _____

Faculty: _____

_____

Student(s): _____

_____

14. What are the 3 most frequently used resources by your program (off-campus, state or national)? (e.g. AHEAD, DBTAC, NCALLD, etc.)

_____

_____

_____

_____

15. Please list and explain any other important characteristics or services that benefit students with disabilities at your college.

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your time!

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Individual Accommodations Model (I AM)

Administrator Survey

College _____ Person_____ Date _____

Accessibility Issues

Accessibility can be considered from many vantage points such as 1) physical, 2) informational, 3) policy, 4) procedures, and 5) attitudes. What's your sense about the campus faculty and staff attitudes regarding students with disabilities?

Staff development

What are the staff development opportunities for faculty in the areas associated with disability issues, accommodations for students, and disability student services?

What would be the best methods for educating faculty about disabilities and accommodations so they don't fall into a discrimination suit?

Priorities

What are the priority areas for work on the college's policies regarding disabilities?

What are the priorities for improving procedures regarding students with disabilities?

Evaluation

How does the college evaluate the quality of the services and accessibility of the campus to students with disabilities?

Budget

Most budgets are pretty tight and yet we know that services for students with disabilities can often be expensive. How do you balance those needs with the college's needs?

Documents to review

What documents should we be sure to review to understand the college's policies and procedures regarding disability issues and services to students?

Is a copy of your ADA self-study and transition plan available?

Assess success of recruitment, retention and completion

At your college, how do you assess the impact of your recruitment efforts? (Or in other words, if your college launched a new plan to recruit students, how would you know if it was successful?)

Retention of students is important to colleges. What do you assess to know the benefits of your efforts to increase retention?

What do you count to assess the degree completion rate at your college?

What do you measure to assess the transfer rate of your students to another college, university, or other postsecondary program?

Individual Accommodations Model (I AM)

Staff Interviews

Participant version

College: _____ Name: _____

Department: _____ Date: _____

Remembering stories of when....

We are interested in hearing about very specific, factual incidents which have special significance to you. The general aim of hearing about your incidents is to help us improve the success of students with disabilities to attend community colleges, complete their studies, and graduate or transfer.

Academic activities

Recruitment

Registration

Financial aid

Academic advising

Enrollment

Orientation

Placement testing

Course instruction

Labs and field work experiences

Course testing

Course assignments

Degree requirements

Graduation

Transfer and employment

Student life activities

Housing

Campus transportation

Recreational activities

Social opportunities

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February 6, 2001

Looking for Examples of Strengths/Weakness/Priorities

1. Physical environment accessibility: Curb cuts, tactile maps, visual alarms, Braille signage

2. Informational environment accessibility: Print materials, oral communications, information technologies

3. Programmatic/policy environment accessibility: academic load minimums, equal opportunity policies, designated staff accountable for disability related access

4. Attitudinal environment accessibility: stereotypes, perceptions, and treatment

How are students involved in setting the college's policies regarding disabilities? What would you like to see?

How does the college evaluate the quality of the services and accessibility of the campus to students with disabilities? Have you been involved in any of these evaluations? What would you like to see?

IAM
Student Panels
Panel Leader Version

College _____ Date _____

Introductions
Project Description
Reimbursement
Confidentiality of information
- Use of videotape
- Consent forms

Discussion Questions
- How long have you been a student at this college?
- What interested you in attending this college?

Remembering stories of when....

We are interested in hearing about very specific, factual incidents which have special significance to you. The general aim of hearing about your incidents is to help us improve the success of students with disabilities to attend community colleges, complete their studies, and graduate or transfer.

Academic activities

Recruitment

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Financial aid

Academic advising

Enrollment

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University of Kansas
Center for Research on Learning
Lawrence, KS 66045
785.864.4780
February 6, 2001

Course instruction

Labs and field work experiences

Course testing

Course assignments

Degree requirements

Graduation

Transfer and employment

Student life activities

Housing

Campus transportation

Recreational activities

Social opportunities

Looking for Examples of Strengths/Weakness/Priorities

Accessibility in four environments

1. Physical environment: Curb cuts, tactile maps, visual alarms, Braille signage

2. Informational environment: Print materials, oral communications, information technologies

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February 6, 2001

3. Programmatic/policy environment: Academic load minimums, equal opportunity policies, designated staff accountable for disability related access

4. Attitudinal environment: Stereotypes, perceptions, and treatment

Accommodation Procedures

How were you involved in selecting accommodations?
Time required for selecting
What was the basis for deciding accommodations?

How were you trained in using the accommodations?
Time required for training

How were the accommodations evaluated?
Time spent in evaluation

How are students involved in setting the college's policies regarding disabilities?
What would you like to see?

How does the college evaluate the quality of the services and accessibility of the campus to students with disabilities? Have you been involved in any of these evaluations? What would you like to see?

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